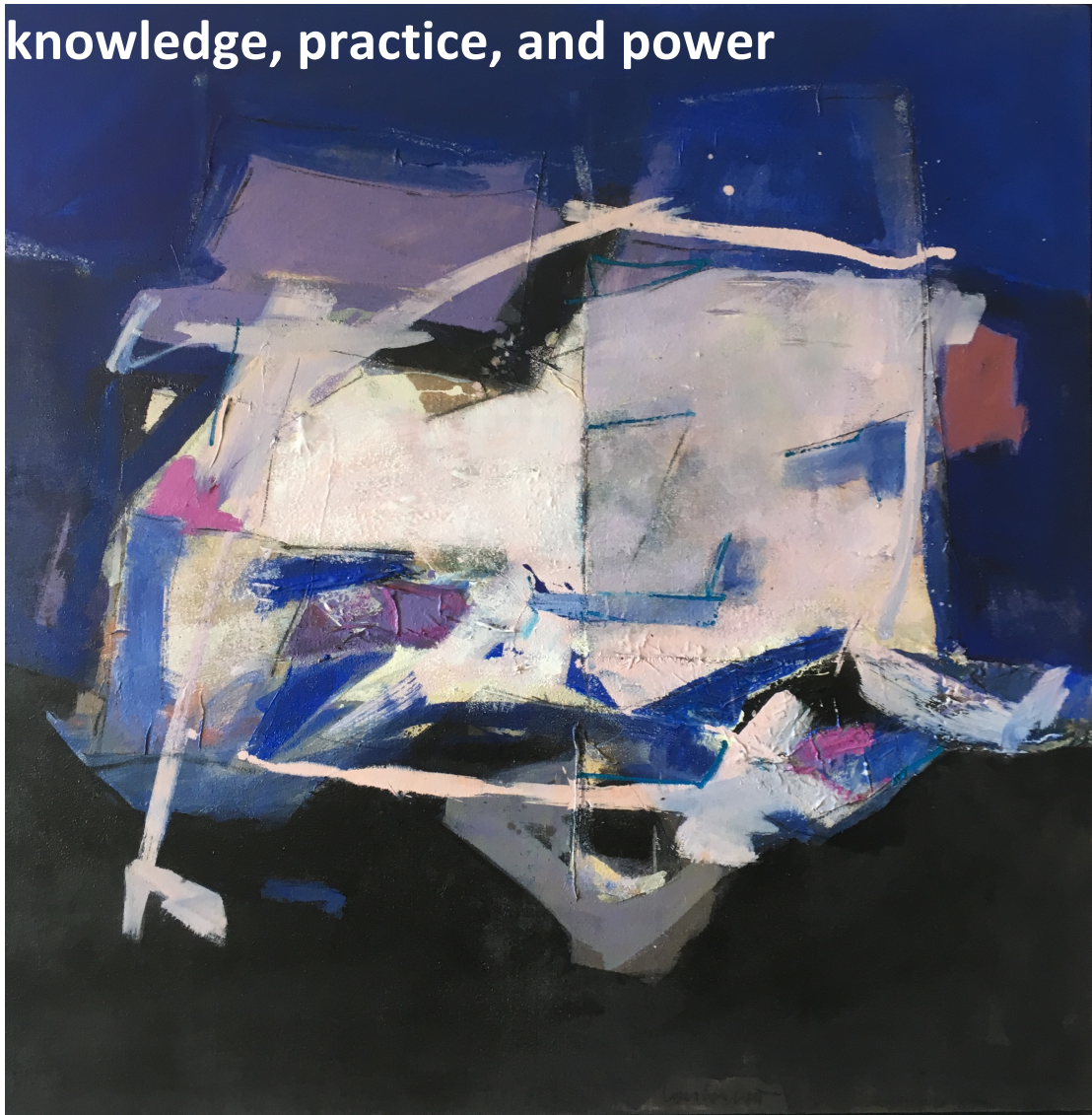


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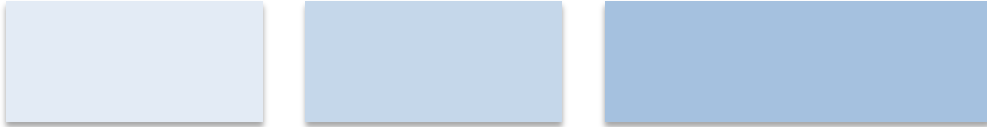
## RESEARCHING CAREER GUIDANCE

**FOR SOCIAL JUSTICE:**

knowledge, practice, and power



**6<sup>th</sup> ECADOC  
Summer School  
9-14 June 2019: Malta**



## Researching Career Guidance *for* Social Justice

Knowledge, practice, and power



ECADOC Summer School 2019  
Targa Gap, Mt St Joseph  
Malta



The **European Doctoral Programme in Career Guidance and Counselling (ECADOC)** aims to train future academic and practitioner leaders in the field of career guidance and counselling to become interdisciplinary researchers with strong leadership and teaching competences. The programme is a joint initiative of the European Society for Vocational Designing and Career Counseling (ESVDC) and the Foundation of the Network for Innovation in Career Guidance and Counselling in Europe (NICE Foundation), and is supported by higher education institutions from more than 10 European countries.



The **European Society for Vocational Designing and Career Counseling (ESVDC)** aims to stimulate and promote European and international collaboration in research and development in the fields of life-designing, vocational guidance and career counseling. ESVDC brings together existing networks of researchers and networks of academic teachers in these fields, in order to facilitate the emergence of a new generation of specialists all over Europe.



The **Network for Innovation in Career Guidance & Counselling in Europe (NICE)** is an open European network for the academic training of people who practice career guidance and counselling (career practitioners). NICE is organized through the NICE Foundation. The mission of the NICE Foundation is to promote excellence and innovation in academic, research-based training of career practitioners in Europe; support the coordination of academic training in career guidance and counselling within Europe, and foster cooperation between the academic community and relevant stakeholders.

#### **Summer School convening and organising team:**

Professor **Ronald G. Sultana**, Director, Euro-Mediterranean Centre for

Educational Research, University of Malta (Summer School coordinator)

Professor **Rie Thomsen**, Head of the Guidance Research Unit, Danish School of

Education, Aarhus University, Denmark; Scientific Coordinator for ECADOC.

Professor **Tristram Hooley**, Professor of Career Education, University of Derby

#### **Malta support team:**

*Dr **Manwel Debono**, Centre for Labour Studies, University of Malta*

*Ms **Dorianne Gravina**: Representative from the Malta Career Guidance Association*

*Ms **Josette Barbara Cardona**: doctoral student, Summer School assistant*

#### **In collaboration with the ECADOC Scientific Committee:**

**Anouk Jasmine Albien** (ECADOC Programme Manager, Stellenbosch University, South Africa), **Valérie Cohen-Scali** (Institute for the Study of Work and Career Counselling - INETOP of the Conservatoire National des Arts et Métiers-CNAM, Paris), **Nikos Drosos**, (Kapodistrian University of Athens), **Laura Nota** (University of Padova), **Jérôme Rossier** (University of Lausanne), **Rie Thomsen** (ECADOC Scientific Coordinator, Aarhus University), and **Peter C. Weber** (University of Applied Labour Studies - HdBA, Mannheim).

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## 6<sup>th</sup> ECADOC Summer School 9 – 14 June 2019: Malta Programme Rationale

The 2019 ECADOC Summer School is organised around three inter-related concerns, namely:

**[A]** Deepening the participants' appreciation and understanding of the links between career guidance and social justice, with all that this implies for the development of career theory, for the relationship between research methods and impact on society, and for practice;

**[B]** Sharing work in progress on the participants' doctoral theses, including presenting initial findings, discussing challenges faced and how they were overcome, and exploring conceptual and methodological issues;

*and*

**[C]** Considering how early career researchers can best develop their careers and contribute to shaping the field of career development in the future, including through publications, international collaboration, and project development.

### **A. CAREER GUIDANCE FOR SOCIAL JUSTICE: KNOWLEDGE, PRACTICE, AND POWER**

**A1. Introduction:** From its inception as a formal practice, career guidance had a social justice agenda. Frank Parsons' work in Boston at the turn of the 20<sup>th</sup> century was not only about developing more 'scientific' and 'efficient' ways of distributing human resources in response to the 'needs' of the economy. It was also about creating social 'mutualism' whereby individuals and groups – and especially vulnerable ones such as newly arrived migrants – found support in the quest for integration in a community through work.

The 6<sup>th</sup> ECADOC Summer School sets out to reconnect doctoral students pursuing career guidance research with this founding tradition in our field. While concerns with social justice have never been totally eclipsed, the overwhelming influence of vocational psychology has tended to shine the spotlight on the individual, and on processes of choice, decision-making, and meaning-making. This has led to a plethora of sophisticated and helpful concepts (such as 'self-efficacy beliefs', 'career readiness', 'circumscription', 'congruence', 'locus of control', 'achievement motivation', 'resilience', and so on) which carved out important areas of

research, and which moreover could be readily operationalised through counselling intervention strategies in support of career exploration and career development.

Less influential have been critical approaches whose focus is not as much on the individual's ability to adapt to, and work within the system and its social and economic arrangements, but rather to question these, to challenge them, and to transform them. Building on rather than ignoring some of the most central insights and concepts offered by vocational psychology, more recent approaches have made it a point to problematise much that is taken for granted in our field, such as, for instance, the very notion of 'career', the idea of 'meritocracy', and the relationship between social identity and the process of 'choice'.

In an effort to understand the complex interactions between the individual and society, and between the local and the global, career guidance approaches that put social justice issues centre stage have had to move beyond the concepts, tools, strategies, and research traditions favoured by mainstream vocational psychology, to integrate insights from – among others – critical social science, critical psychology, anthropology, various brands of feminism, liberation theology, and queer theory. Such multi- and inter-disciplinary engagements have not only stretched – and in many cases troubled – our understanding of the dynamics of career-related behaviour, but have also necessitated the revision of theory, research methods, and practice.

In considering 'career guidance', key questions prompted by these new perspectives include a consideration of whose interests are being served by current work arrangements; the contradictions that arise in the pursuit of self-fulfilment in societies organised around a neoliberal logic; the fortunes and misfortunes of groups of people identified by their social class, gender, ethnicity, sexual orientation, religion, and dis/ability, whose chances for flourishing are constrained by corporate and associated interests, where the well-being of a few jeopardises that of the majority.

**A2. Objectives for the ECADOC Summer School:** The 2019 edition sets out to invite participants to engage in thoughtful and thought-provoking conversations about the interaction between career guidance and social justice. Among the questions, issues and themes that the ECADOC team would like to see addressed, the following should feature prominently:

- What do you mean by social justice, and how does the social practice of career guidance contribute to it, undermine it, or do both at the same time?
- Why is it that some argue that social justice is a verb, not a noun?
- What is your experience of social injustice? What impact does this experience have on the choice of your research area/s, on which theoretical lenses and research methodologies you use, and on your professional practice?
- Have you come across examples of career guidance being used to promote social justice? What have you learnt from this experience?

- Have you come across examples of career guidance being used to promote social *injustice*? What have you learnt from this experience?
- How does the way wealth is currently produced and distributed – informed as it is globally by a neoliberal logic – affect how we understand and practice career guidance? What issues and problems does this raise for social justice?
- How is power imbricated in your understanding and practice of career guidance?
- Whose interests are served by the way you conceptualise and practice career guidance?
- What human problems are you trying to address through career guidance? What, in other words, is ‘the problem’ represented to be? What implications do such representations have on your thinking and action?
- How do you reconcile the task of helping individuals and groups find their place in the world as it is, while struggling for a world as it could and should be?
- How do the research methods you use construct particular ways of seeing and engaging with the world? Do these methods contribute to social justice? Why is it that some consider ‘research’ a social practice that contributes to, and deepens, social injustice? Could this be the case with the research you are carrying out?

**A3. Instructional design:** The ECADOC Summer School will mobilise a range of pedagogical strategies to create a powerful learning environment in which the above issues will be explored. It will do this by:

- Adopting two ***anchor texts*** that all participants are invited to become familiar with (see Required Readings below), and to draw on when responding to presentations by established scholars and by peers.
- Inviting ***guest speakers*** who have contributed to a deeper understanding of the intersections between career guidance and social justice. Their role will be to help us frame the object of our study on the basis of empirical work they have carried out, and theoretical lenses they have deployed. In addition to a number of contributors to the anchor texts mentioned above, two additional guest speakers and resource persons will be Professor **David Blustein** (Boston College, Lynch School of Education, USA), and Dr **Gideon Arulmani** (Promise Foundation, Bangalore, India). Their contributions will be complemented by input from members of the ECADOC Scientific Committee, and the doctoral students themselves.
- ***Workshops, discussion forums, collective academic supervision and poster sessions***, where doctoral students can share their knowledge with each other, and get input and feedback from ECADOC scholars.
- Visiting a NGO working with refugees in Malta, where we will meet ***providers of career-related services*** offered from a social justice perspective.
- Participating in a ***film forum***, which serves as a catalyst for the discussion of the questions, themes and issues raised above.

## A5. Suggested Readings

### Anchor texts:

Hooley, T., Sultana, R.G. & Thomsen, R. (Eds.)(2018). *Career Guidance for Social Justice: Contesting Neoliberalism*. London & New York: Routledge.

Hooley, T., Sultana, R.G. & Thomsen, R. (Eds.)(2019). *Career Guidance for Emancipation: Reclaiming Justice for the Multitude*. London & New York: Routledge.

### Additional resources:

Hooley, T. (2015) Emancipate yourselves from mental slavery: self-actualisation, social justice and the politics of career guidance. Derby: International Centre for Guidance Studies, University of Derby.

<http://derby.openrepository.com/derby/handle/10545/579895>

Hooley, T. & Sultana, R.G. (2016) Career guidance for social justice. *NICEC Journal for Career Education and Counselling*, Issue 36, 2-11.

<https://cica.org.au/wp-content/uploads/Career-Guidance-for-Social-Justice.pdf>

[All special issue dedicated to social justice: All issue: <http://www.tiny.cc/9mc4wy>]

Sultana, R.G. (2014) Pessimism of the intellect, optimism of the will? Troubling the relationship between career guidance and social justice. *International Journal of Educational and Vocational Guidance*, 14(1), 5-19.

<http://www.tiny.cc/ric4wy>

Thomsen, R. (2017). *Career guidance in communities: a model for reflexive practice*. Derby: International Centre for Guidance Studies, University of Derby. <https://derby.openrepository.com/derby/handle/10545/621596>

### Videos:

“All but name”: <https://lens.blogs.nytimes.com/2012/09/25/an-undocumented-youths-struggle-for-higher-education/>

“The beast inside”: <https://www.shortoftheweek.com/2014/05/23/the-beast-inside/>

“The inside job”: <http://watchdocumentaries.com/inside-job/>

## B. Training workshops and discussion forums: Thesis-related issues

The afternoon sessions during the Summer School in Malta will be largely dedicated to thesis-related issues.

As doctoral students, you will be invited to organise yourself in small groups where you will have the opportunity:

- to make presentations of your work-in-progress, both in the context of working groups, and/or during poster sessions;
- to discuss the challenges you met while doing your research, and to share ways of overcoming them;

- to raise issues regarding the research methodology/methodologies you are deploying; and
- to discuss theoretical lenses and orientations.

Groups will benefit from peer feedback, and from input by members of the ECADOC scientific committee and guest speakers. You will be encouraged to make a link between the issues you raise, and the theoretical, methodological, and normative orientations covered during the morning sessions.

### **C. Career development of Early Career Researchers**

A panel of senior researchers will share insights about their professional development in the field of career guidance, and respond to questions. Issues that will be addressed include:

- Having an impact on policy and practice
- Publishing in peer-reviewed journals
- Collaboration with colleagues across the world
- Participation in international projects
- Membership in national/international career guidance organisations



**6<sup>th</sup> ECADOC Summer School—Malta**  
**9 – 14 June 2019**  
**DRAFT PROGRAMME**

**Saturday 8 June 2019**

**Arrivals**

**Sunday 9 June 2019**

**Arrivals**

**14h00-21h30:** Pre-Summer School cultural activity:  
*Malta bus tour (offered by EMCER) and traditional Village feast –  
Departure from and return to Mt St Joseph.*

**SUMMER SCHOOL**

**Day 1: Monday 10 June 2019**

**Morning session:**

08h00      *Breakfast (for those staying at MSJ)*

09h00      *Meet and Greet ice-breaker & Welcome Coffee*

09h30      **Welcome and Programme overview:**  
*ECADOC team and Summer School organisers*

09h45      **Keynote 1:** Career Guidance for social justice: key themes and  
issues [Panel of speakers]

11h00      *Coffee break*

11h30      **Students reactions** to Keynote 1  
(Drawing on set readings and experience)

12h15      **General comments** on Keynote and on reactions by student panel

13h00      *Lunch*

**Afternoon session:** [N.B. Poster exhibits at will]

14h30      **Thesis work-in-progress presentations in small groups**  
Collective academic supervision | peer feedback

15h30      *Coffee break*

16h00      **Thesis work-in-progress presentations in small groups (ctd)**  
Collective academic supervision | peer feedback

17h00      **Concluding observations** for Day 1

**18h00 – Countryside walk and dinner at Mgarr village**  
*(traditional Maltese food)*

**Day 2: Tuesday 11 June 2019****Morning session:**

08h00	Breakfast (for those staying at MSJ)
09h00	Introduction to the day's programme
09h10	<b>Keynote 2:</b> Research methods, vocational psychology, and social justice: critical reflections from an insider
10h15	<b>Experiencing social injustice</b> (group exercise)
11h00	Coffee break
11h30	<b>Students reactions</b> to Keynote 2 and exercise (Drawing on set readings and experience)
12h15	<b>General comments</b> on Keynote and on reactions by student panel
13h00	Lunch

**Afternoon session: [N.B. Interactions around Poster exhibits at will]**

14h30	<b>Thesis work-in-progress presentations in small groups</b> Collective academic supervision   peer feedback
15h30	Coffee break
16h00	<b>Thesis work-in-progress presentations in small groups</b> Collective academic supervision   peer feedback
17h00	<b>Concluding observations</b> for Day 2

**Free evening***[Optional activity at 18h00 – Film Forum]***Day 3: Wednesday 12 June 2019****Morning session:**

08h00	Breakfast (for those staying at MSJ)
09h00	Introduction to the day's programme
09h15	<b>Panel from the JRC:</b> Career guidance with refugees Input from service providers, employers, and refugee community
11h00	Coffee break
11h30	<b>Students reactions</b> to Panel presentations (Drawing on set readings and experience)
12h15	<b>Panel:</b> Making sense of experience: Drawing on the critical psychology and social sciences
13h00	Lunch

**Afternoon session:**

14h30	<b>Thesis work-in-progress presentations in small groups</b> Feedback from academics and peers
15h30	Coffee break
16h00	<b>Thesis work-in-progress presentations in small groups</b> Collective academic supervision   peer feedback
17h00	<b>Concluding observations</b> for Day 3

**18h00: Evening activity – Complimentary Boat tour**  
*Dinner (optional), and bus back to Mt St Joseph*

<b>Day 4: Thursday 13 June 2019</b>	
<b>Morning session:</b>	
08h00	<i>Breakfast (for those staying at MSJ)</i>
09h00	Introduction to the day's programme
09h15	<b>Panel:</b> Signposts to socially just career guidance practice
10h15	<b>Students reactions</b> to Panel presentations (Drawing on set readings and experience)
11h00	<i>Coffee break</i>
11h30	<b>Keynote 3:</b> Advocacy in neoliberal and populist times
12h30	<b>Students reactions</b> to Keynote 3 (Drawing on set readings and experience)
13h00	<i>Lunch</i>
<b>Afternoon session:</b> [N.B. Interactions around Poster exhibits at will]	
14h30	<b>Thesis work-in-progress presentations in small groups</b> Feedback from academics and peers
15h30	<i>Coffee break</i>
16h00	<b>Thesis work-in-progress presentations in small groups</b> Collective academic supervision   peer feedback
17h00	<b>Concluding observations</b> for Day 4
<b>18h00: Evening activity – Beach event</b>	

<b>Day 5: Friday 14 June 2019</b>	
<b>Morning session:</b>	
08h00	<i>Breakfast (for those staying at MSJ)</i>
09h00	Introduction to the day's programme
09h15	<b>Keynote 4:</b> From responsabilisation of the individual to the mobilisation of the community: solidarity and career guidance
10h15	<b>Students reactions</b> to Keynote 4 (Drawing on set readings and experience)
11h00	<i>Coffee break</i>
11h30	<b>Panel:</b> Career development as researchers for social justice
12h30	<b>Students reactions</b> to Panel presentations (Drawing on set readings and experience)
13h00	<i>Lunch</i>
<b>Afternoon session:</b> [N.B. Interactions around Poster exhibits at will]	
14h30	<b>Meet-the-editor on-line: writing and publishing</b> Collective academic supervision   peer feedback
15h30	<i>Coffee break</i>
16h00	<b>Collective evaluation</b> (using the Delphi technique)
17h00	<b>Concluding observations</b> for Day 5 and closing session
<b>19h00: Farewell Dinner</b>	